**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 11 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to Task 3** | | |
| **Essential Question(s): What strategies can I use to add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Overhead manipulatives** | | **Student:**  **Base 10 Blocks** | | | **Regroup** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2** | | | | | |
| **I Can Statement(s): I can use various strategies to add and subtract.** | | | | | |
| **Activating Strategy/Hook:** **You have $9.50. You want to buy a gift for your friend for $7.95. How much change will you get?** | | | | | |
| **Teacher Directed:/Guided Practice:**  **Students discuss the problem in small groups. Think-pair-share - Students discuss whether to add or subtract and how they know. Teacher leads conversation. Teacher models subtracting using base 10 blocks. Students help teacher regroup on several other problems.** | | | | | |
| **Independent Practice: Menu math page 28.** | | | | | |
| **Closing/Summarizing: How would you subtract $10.00-$5.95 using base 10 blocks?** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Addition and Subtraction**  **Paper and Pencil** | | | **Work with Partner** | | | **Work with a partner and explain what they are doing step-by-step** |
| **Assessment(s):Independent Practice**  **Task using base 10 blocks** | | | | | | |